**PAIRED TEXT SET**

**Weather**

**Grade Level:** 3rd Grade

**Science Standards:**

GLE 0307.8.1 Recognize that that there are a variety of atmospheric conditions that can be measured.

0307.8.1 Select appropriate tools used for collecting weather data that correspond to the atmospheric condition being measured.

**Literacy Standards:**

**Literature:** CCSS.ELA-Literacy.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**Informational Text:** CCSS.ELA-Literacy.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

**Writing:** CCSS.ELA-Literacy.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly

**Speaking and Listening:** CCSS.ELA-Literacy.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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| **Paste Graphic of Non-Fiction Text Macintosh HD:Users:jessicaelliott:Desktop:Screen Shot 2016-03-01 at 9.39.31 PM.png** | Title: Weather Words and What They Mean  Author: Gail Gibbons  Publisher & Date: Scholastic Inc. 1990  Lexile Level: 450L  Brief Synopsis: This is a book about weather terms and their definitions. It describes the many aspects that weather can display within different seasons throughout the year. The pictures also show what people should wear during each weather pattern. The book also describes the different cloud formations and what happens as a result of each formation. |
| **Paste Graphic of Fiction TextMacintosh HD:Users:jessicaelliott:Desktop:Screen Shot 2016-03-01 at 9.47.42 PM.png** | Title: Haboob!  Author: N/A  Publisher & Date: ReadWorks 2013  Lexile Level: 770L  Brief Synopsis: This is an informational article that describes a haboob, which is a type of sand storm. It describes the various risks and dangers that can occur due to one of these storms. It also describes what precautions people should take in case a haboob happens. |

**Activity Objective:**

TLW demonstrate their understanding of the various weather terms by participating in group discussions.

TLW display their understanding of the differing weather patterns by completing the Seasonal Diorama.

**Materials:**

FACT #4 Card Sorts

Weather Words Worksheet

Haboob! Writing Activity

Seasonal Diorama

**Activity Description (using both texts):**

**Before Reading**

The students will have the opportunity to complete the Card Sorts activity before reading the two selected texts. CCSS.ELA-Literacy.RL.3.1 This will be done as a whole group activity to ensure that all of the students are participating. This activity will give the students an idea of what the selected texts are about, and they may also learn some new terminology regarding weather.

**During Reading**

While reading the first text, Weather Words and What They Mean, the students will complete the Weather Words worksheet. This allows the students to practice using the words in their correct categories. Once the students are finished with that text, they will move on to the next text which is Haboob! After reading through the article, the students will be put into small groups to conduct a discussion about their thoughts of the article. CCSS.ELA-Literacy.SL.3.1

**After Reading**

After reading the article, Haboob!, the students will write a summary of the article showing that they understand what the topic is about. They should also include their own thoughts and the other students’ thoughts from the small group discussion in their summary. CCSS.ELA-Literacy.W.3.2

**Wrap Up**

The students will each build their own seasonal diorama. There are three templates to choose from. One template is blank where the students can draw and color their own interpretations of the seasons. The second template has a black and white tree on it. The students will be able to color this one as well and any details to make the season more pronounced in the picture. The last template contains images of people. The students can also color these images and detail the seasons on each. On all of the templates, the students have a small section where they can write a short description of what happens during that particular season.

**Text Dependent question prompts:**

What words can you use to describe what the weather is like outside?

What are differences in the height of the sun during all four seasons?

What are the three types of clouds?

What is a haboob?

The author lists different things people do to protect themselves during a haboob. What is one of these things?

What do local weather stations in Phoenix do when a haboob is approaching the city?

**FACT –**

We will use FACT #4, which is Card Sorts. I will pull certain terms from each of the texts. The students will have a better understanding of the terminology used within the texts after performing this activity.

**References:**

Common Core State Standards

<http://www.corestandards.org/read-the-standards/>

Gibbons, Gail. http://www.gailgibbons.com/pdf/teachers\_guide\_interior.pdf

Gibbons, Gail. *Weather Words And What They Mean.* New York, NY: Scholastic Inc. 1990.

Print.

ReadWorks

<http://www.readworks.org/passages/haboob>

Science Formative Assessment Textbook

Keeley, Page. *Science Formative Assessment: 75 Practical Strategies for Linking Assessment,*

*Instruction, and Learning.* Thousand Oaks, CA: Corwin. 2008. Print.

Teachers Pay Teachers

<https://www.teacherspayteachers.com/FreeDownload/Seasons-Diorama-FREEBIE-2008490>

Tennessee State Standards

<https://www.tn.gov/assets/entities/education/attachments/std_sci_gr_3.pdf>









